

Headwaters

Volume 30 *Headwaters* 2017

Article 2

2017

Letter from the Editors

Rachel Marston

College of Saint Benedict/Saint John's University, rmarston@csbsju.edu

Jason M. Schlude

College of Saint Benedict/Saint John's University, jschlude@csbsju.edu

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Recommended Citation

Marston, Rachel and Schlude, Jason M. (2017) "Letter from the Editors," *Headwaters*: Vol. 30, 1-3.

Available at: <https://digitalcommons.csbsju.edu/headwaters/vol30/iss1/2>

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Letter from the Editors

Cotidie ante oculos, a phrase from the *Rule of Benedict*, means “In sight every day,” as translated by Martin Connell in the first article in the 2017 issue of *Headwaters*. Connell uses the phrase to direct our attention to things often seen on campus, but awaiting our full attention and appreciation. In the context of Connell’s masterful article, the deserving objects of study are three inscriptions in Latin or Greek that stand to teach us much about the place of St. John’s University in its church and community history. Yet the expression is one that fits this issue—indeed all issues—of *Headwaters* nicely.

For decades, each issue of *Headwaters* and its precursor *Symposium* has sought to share the work of scholars and artists in ways that make it more visible, understandable, and valuable to the community. And in the process, each issue makes our community less anonymous. We are not made of names divorced of identity and perspective. We are made of human beings, rich in the diversity of our experience, ideas, anxieties, and dreams. Those who will read *Headwaters* 2017 cover to cover, or even dip into a few of its articles, will complete the task with an expanded intellectual horizon and richer sense of the efforts of many to recognize and meet the needs of our community, and especially its students.

As with the 2016 publication, this issue of *Headwaters* attempts to accomplish the task with a “General Discussion” followed by a “Roundtable Discussion” focused on a particular topic of interest. The General Discussion includes, in addition to the first article by Connell, two others that are equally provocative and revelatory. Mike Opitz takes us through his journey weaving together his passion for

poetry, music, cultural studies, and technology. It combines modern music history and the personal essay, while also offering us a model of growth and accomplishment that we all could wish to emulate, each in his or her own way. Pam Bacon's article also offers opportunities for our personal growth, but of a different sort. In her article she explores the importance of critically considering and informing student study techniques. Student studying is an activity *in sight every day*, but often in need of more attention and instruction.

Our Roundtable Discussion in this issue is robust. Entitled "From Intention to Action: Building an Inclusive Community," it presents the work of a cohort of faculty who participated in a yearlong workshop funded by two Mellon Grants and focused on enabling faculty to understand and meet the needs of our diverse students, especially American Students of Color. These articles present only a few of the ways that these faculty members have applied this work to their teaching. The contributions in this section include pieces by: Jean Keller and Kyhl Lyndgaard; Emily Kuffner; Matt Harkins; Elena Sánchez Mora; Jennifer Kramer and Jeanne Cook; Julie Lynch, Brandyn Woodard, and Jessica Harkins; Jeff DuBois; Carl Lindgren; Chuck Wright; Kelly Berg; Sophia Geng; Dana Drazenovich, Terri Rodriguez, and Anna Mercedes; and Jonathan Nash. We could say so much about each one of these articles and the important pedagogical recommendations and theoretical considerations that they pose as we consider inclusion and diversity as a campus; we have read them carefully and know the contribution of each well.

But in this issue, we have the benefit of special introduction to the Roundtable by Mary Hinton and Michael Hemesath, our Presidents and Primary Investigators for these grants. Without them, this work would not have been possible. Their introduction and the subsequent article by Jean Keller and Kyhl Lyndgaard, the administrators for the grant, properly contextualize the important work included in this issue. What we will say is that each of these authors challenges us to look at

the students *in sight every day* and to appreciate and teach them in all their diversity.

The 2017 issue of *Headwaters*, like the 2016 issue, has been satisfying for us to edit. We extend our gratitude to the many contributors. With this, we bring to an end our time as editors of the journal. When we accepted in 2015 the invitation of Academic Affairs to edit *Headwaters*, we tried to shape the journal in a way that maintained its wonderful variety and added a focused discussion of special issues, such as inclusive pedagogy. Over the past three years we have learned about our community more deeply than could have been possible otherwise. We have so enjoyed it. *Cotidie ante oculos* indeed.

Sincerely,

Rachel Marston and Jason Schlude, Co-Editors